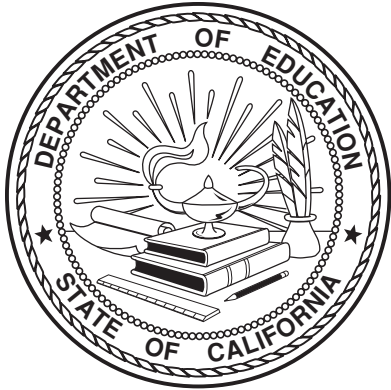# California English Language Development Test (CELDT)

Reporting 2006–07 Summary Results

Information Guide for
County Offices of Education,
School Districts, Schools, and Media

June 2007

Table of Contents

Introduction

State and federal laws require school districts to administer one state-approved assessment of English language proficiency to students whose primary language is other than English. In California, that test is the California English Language Development Test (CELDT). Reports of CELDT results draw media attention throughout the state each year. The ability of school, school district, and county office of education administrators to respond proactively to media inquiries about local CELDT results is crucial for increasing public understanding about this test and the use of its results.

The *Reporting 2006–07 Summary Results: Information Guide for County Offices of Education, School Districts, Schools, and Media* packet provides information about the public release of CELDT results to assist school district and county office of education personnel responsible for working with the media. Assistance materials in the packet include:

- "A Brief History of the English Language Development Test"

- "Questions and Answers about the California English Language Development Test"

- "Reporting CELDT Results"

- "Reporting/Public Release Dates for 2006–07 CELDT Results"

- "Internet Posting of 2006–07 CELDT Results"

- "Sample Internet Reports for the CELDT"

- "Instructions for Importing 2006–07 Data into Access"

More Information about the CELDT
For additional information about the CELDT and its results, visit the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/tg/el/ or contact the CELDT Office in the Standards and Assessment Division of the CDE at (916) 319-0784 (phone), (916) 319-0967 (fax), or CELDT@cde.ca.gov (e-mail)

A Brief History of the California English Language Development Test

2006–07

As required by the California Department of Education (CDE), the test contractor for the California English Language Development Test (CELDT) convened a statewide standard-setting committee (comprised of teachers and administrators from throughout California) to reexamine the CELDT's proficiency level scale score cut points that were set in 2001 and based on results from the original test questions. The committee recommended updating the scale score cut points to better align the CELDT proficiency (performance) levels with California's English Language Development (ELD) standards, which resulted in a new common scale.

The State Board of Education (SBE) approved the updated scale score cut points for proficiency levels as recommended by the CDE and determined through the established standard-setting process.

The CELDT was administered for the sixth year with a new format that separated Listening and Speaking into two domains as required by Title III of the No Child Left Behind (NCLB) Act of 2001.

The updated scale score cut points were applied to the 2006–07 CELDT results, based on the new common scale.

The test contractor distributed Student Proficiency Level Reports for individual students in a new format that provided (1) an overall English proficiency level for all parts of the test combined; (2) separate proficiency levels for listening, speaking, reading, and writing; and (3) a comprehension score (an average of the scores for listening and reading). The new reports respond to NCLB's Title III requirements.

2004–05 and 2005–06	The CELDT was administered for the fourth and fifth years with few changes to the test questions or format.
2003–04	The CELDT was administered for the third year. All questions were developed for the CELDT based on ELD standards.
2002–03	The CELDT was administered for the second year with fewer questions from the Language Assessment Scales (LAS), a commercially available test, and more questions developed exclusively for the CDE based on state ELD standards.
2001–02	The CELDT was first administered with most questions taken from the LAS. The SBE approved five levels of English language proficiency with cut scores for each level, grade span, and skill area tested. The five proficiency levels approved were: beginning, early intermediate, intermediate, early advanced, and advanced. The enactment of NCLB mandated states to respond to additional Title III accountability requirements for English learners. The CELDT preceded NCLB and the current Title III requirements.
1999	The SBE adopted ELD standards to define the skills English learners must acquire as they move toward fluency in English and proficiency in the California English-Language Arts Content Standards.
1997	Assembly Bill 748 authorized the development of ELD standards and the CELDT for students whose primary language is other than English.

Questions and Answers About the California English Language Development Test

What is the California English Language Development Test (CELDT)?

State law (*Education Code* sections 313 and 60810) and federal law (Title III of the No Child Left Behind Act of 2001) require that school districts administer a state test of English language proficiency (1) to newly enrolled students whose primary language is not English and (2) to English learners as an annual assessment. For California public school students, this test is the California English Language Development Test (CELDT).

What is the purpose of the CELDT?

The CELDT has three purposes: (1) to identify students who are limited English proficient; (2) to determine the level of English language proficiency of students who are limited English proficient; and (3) to assess the progress of limited-English-proficient students in acquiring the skills of listening, reading, speaking, and writing in English.

Who must take the CELDT?

All students whose primary language is not English, based on the Home Language Survey (HLS), must take the CELDT within 30 calendar days after they are enrolled in a California public school for the first time to determine if they are English learners. When parents or guardians register their children for school, they complete a HLS that indicates what language is spoken in the homes. The CELDT also must be given once each year to English learners until they are reclassified to fluent English proficient (RFEP).

Who is an English learner?

An English learner is a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English (also known as a Limited English Proficiency or LEP student) (as per *Education Code* Section 306[a]).

Do kindergarten students take the CELDT?

Yes. Kindergarten students whose primary language is not English take the CELDT.

What does the CELDT assess?

The CELDT assesses listening and speaking for students in kindergarten and grade one. The test for students in grades two through twelve assess listening, speaking, reading and writing. The CELDT is aligned to the English Language Development (ELD) standards adopted by the State Board of Education (SBE) available at http://www.cde.ca.gov/be/st/ss/. The CELDT strands and subtests are as follows:

Listening
■ Strategies and applications

Speaking
■ Strategies and applications

Reading
■ Word analysis
■ Fluency and systematic vocabulary development
■ Reading comprehension
■ Literary response and analysis

Writing
■ Strategies and applications
■ English-language conventions

What types of questions are used on the CELDT?

Listening
■ Following oral directions
■ Extended listening comprehension
■ Rhyming
■ Teacher talk

Speaking
■ Oral vocabulary
■ Speech functions
■ Choosing and giving reasons
■ Four-picture narrative

Reading
■ Word analysis
■ Fluency and systematic vocabulary development
■ Reading comprehension
■ Literary analysis

Writing
- Grammar and structure
- Writing sentences
- Writing a short composition

According to the California *Education Code*, students in kindergarten and grade one are tested only in listening and speaking. They currently do not take the reading and writing tests.

What CELDT tests are the students in kindergarten and grade one required to take?

The federal Title III of the No Child Left Behind Act of 2001, which came after the CELDT was instituted, requires that English learners in kindergarten through grade twelve throughout the nation be assessed in listening, speaking, reading, and writing, with no state waivers approved.

In California, the *Education Code* must be amended in order to assess students in kindergarten and grade one in reading and writing. For a third year, State Superintendent of Public Instruction, Jack O'Connell, is sponsoring a bill (Senate Bill 827, Padilla) to authorize this change. If the *Education Code* is amended, the CDE estimates that it would take one year for test development and field testing, and those tests then would become operational at the beginning of the following school year.

Can parents have their students exempted from taking the CELDT?

No. Federal and state laws require that all students who meet the criteria are to be assessed for English language proficiency, and parents or guardians cannot remove (exempt) their students from this requirement.

Do English learners with disabilities take the CELDT?

Yes. All English learners must take the CELDT, and this includes English learners with disabilities. Students with disabilities who participate in the CELDT may use accommodations and/or modifications and/or take alternate assessments as specified in their individualized education programs (IEPs) or Section 504 plans. (See Section IV of the *California English Language Development Test (CELDT) Assistance Packet for School Districts and Schools* and the "Test Variations Matrix" [revised January 2006] posted on the CDE Web site at http://www.cde.ca.gov/ta/tg/el/resources.asp).

Must students keep taking the CELDT annually until they are reclassified?	Yes. Federal and state laws require all English learners to take the CELDT annually until they are reclassified to RFEP.
Who decides what test questions will be on the CELDT?	All test questions must be aligned to the ELD Content Standards. Content review committees are convened to review proposed test questions as they are developed. The committees are comprised of educators from a variety of California school districts (including teachers from every grade span), resource teachers, and site and central office administrators. Bias and sensitivity review panels also examine the test questions. These panels are comprised of parents, community members, and educators representing a variety of languages and cultural backgrounds. Following these reviews, the test questions are presented to the CDE for technical review and approval.
Who gives the CELDT?	Only test examiners who are employees of the school district, are proficient in English (e.g., have complete command of pronunciation, intonation, and fluency and can correctly pronounce a full range of American English phonemes), and have received training specifically designed to prepare them may administer the CELDT.
How long does it take for students to complete the CELDT?	The CELDT is an untimed test. The speaking part of the test is administered individually and takes about ten minutes for each student to complete. The listening, reading, and writing parts are administered as a group and take about two hours to complete.
When and how do parents or guardians receive their students' CELDT results?	School districts must send individual CELDT results to parents or guardians within 30 calendar days after they are received by the school district. It takes an average of eight weeks to score the tests and return results to school districts after they are received by the test contractor.
How are the CELDT results reported for individual students?	The 2006–07 CELDT Student Proficiency Level Report provides the following information:

- An overall English proficiency level and scale score for all parts of the test combined

- A scale score and a proficiency level for each domain tested (listening, speaking, reading, and writing)*

- A combined scale score for listening and speaking and a comprehension score that is an average of the scale scores for listening and reading.

What do the terms "raw score," "scale score," "cut point," and "common scale" mean within the context of reporting the CELDT results?

For CELDT, a raw score is the number of test questions answered correctly. Raw scores should not be used to compare results from grade to grade or year to year.

Scale scores are derived from raw scores and reported in a specified numerical range. Unlike raw scores, scale scores permit the direct comparison of test results from one administration of a test to another unless there have been changes in the test or in the scoring ranges.

A cut point is the scale score needed to reach a specified proficiency level.

A common scale makes it possible to compare results from grade to grade. In the case of the CELDT, the common scale allows comparison of results for consecutive grades.

What is the new common scale?

Beginning with the 2006–07 results, the new common scale with updated scale score cut points is being used to determine a student's proficiency level. This common scale was designed as part of the CDE's ongoing effort to improve the reporting of results and increase the precision in accountability reporting across grade levels. This will allow for comparisons between the 2006 CELDT results and CELDT results in future years.

How are the proficiency levels for each domain determined?

Since the CELDT was first administered, individual- and group-level results have been reported according to five English-language proficiency levels: beginning, early intermediate, intermediate, early advanced, and advanced. Each domain tested is assigned a proficiency level based on the scale score achieved.

---

* Kindergarten and grade one students are tested only on listening and speaking.

How is the overall proficiency level determined?

The overall scale score is calculated by weighting the domain scale scores as follows: 25 percent for listening, 25 percent for speaking, 25 percent for reading, and 25 percent for writing. Since students in kindergarten and grade one are assessed only in listening and speaking, the overall scale score is calculated by weighing the domain scale scores as follows: 50 percent for listening and 50 percent for speaking. The charts on pages 12 through 14 show the scale score range for identifying a student's proficiency level for the domain tested and overall English-language proficiency level.

Why were the proficiency level cut points changed?

The proficiency level cut points for CELDT had not been updated since they were set in 2001. Since that time, there have been significant changes to the test. This includes replacing 30 percent of the test questions each year. Key changes included developing all new test questions that are aligned to California's ELD standards and redesigning reading, writing, and other areas of the test. In addition, a new common scale was developed for CELDT that addressed the need to compare scores from grade to grade.

Can CELDT results for 2006–07 be compared with CELDT results of previous years?

Results of the 2006–07 CELDT are reported using the new common scale and should not be compared with any previous year's CELDT results. This includes CELDT results from past years that are available on the CDE Web site at http://celdt.cde.ca.gov.

Although school districts received the General Research Tape (GRT) that contains 2005–06 results converted to the new scale, caution should be used in making any comparisons. The 2005–06 scores used for this conversion were provided by school districts during the 2006–07 administration. For this reason, the number of students for whom converted scores are reported may differ from the number originally reported for 2005–06. No other converted results are available.

How were the cut points updated?

In February 2006, the test contractor convened a standard-setting workshop to recommend cut points for use in determining proficiency levels for the 2006–07 CELDT results and for results in subsequent years. Participants in grade-level committees included 97 experienced ELD teachers (53 percent), administrators (23 percent), and other education professionals (24 percent). The committees used a well-established procedure for determining recommended cut points that also was used for the CELDT in 2001 and for the California Standards Tests and the California High School Exit Examination. The committees recommended updating the cut points to better align proficiency levels with California's ELD standards.

Who sees the CELDT results for individual students?

Only authorized school district personnel, the student, and parents or guardians see individual CELDT results.

How are results of the CELDT used?

Initial CELDT results for newly enrolled students are used to identify students as English learners who need to develop their skills in listening, speaking, reading, and writing in English. Results also are used to identify students who are Initial Fluent English Proficient (IFEP). Annual CELDT results are used to see how well English learners are acquiring English and as one criterion to determine if they are ready to be reclassified to RFEP.

How do school districts use results of the initial CELDT assessment to identify students as English learners or as IFEP?

The SBE established guidelines, based on CELDT results, to determine English language proficiency. For initial identification, students who score at least at the early advanced proficiency level overall without any domain below the intermediate proficiency level on the CELDT should be identified as IFEP. Students who do not meet this criteria should be identified as English learners and take the annual CELDT assessment until they are classified as RFEP.

How do school districts use CELDT results for reclassifying English learners to RFEP?

School districts use individual CELDT results as one criterion for considering the reclassification of English learners to RFEP. Additional measures to be considered include performance in basic skills based on a recent administration of the California English-Language Arts Standards Test (CST in English-language arts), teacher evaluation, and parent or guardian opinion and consultation. The *Guidelines for Reclassification of English Learners* document, approved by the SBE, is on the CDE Web site at http://www.cde.ca.gov/ta/tg/el/ under Resources, Assistance Packet for School Districts/Schools.

How can parents or guardians find out more about the CELDT or their student's results?

Parents or guardians should contact their student's teacher and/or the school office. They are invited to request a conference to review the CELDT results or to attend one of the information meetings scheduled by the school or school district.

When and how are summary results released for the 2006–07 annual CELDT administration?

The 2006–07 annual CELDT results for schools, school districts, counties, and the state will be posted on the CDE Web site at http://celdt.cde.ca.gov in June. Results of the initial assessment (administered from July 1, 2006, through June 30, 2007) and the initial and annual assessments combined are scheduled to be posted in November 2007.

What will the CELDT Internet reports include?

The annual 2006–07 summary reports posted on the Internet will show the number of and percentage of students at each grade level achieving each of the five proficiency levels for overall English language proficiency and for each domain tested. The Internet reports for 2006–07, however, will show listening and speaking combined as was shown in past years. The 2006–07 summary reports also will show the number and percentage of students meeting the SBE criterion for English language proficiency. The 2006–07 Internet reports will be provided for all students and 25 subgroup populations (see pages 20 and 21 for sample summary reports).

Reporting CELDT Results*

Grade K

	Listening	Speaking	Reading	Writing	Listening and Speaking	Comprehension	Overall
Beginning	220 – 361	140 – 352			180 – 356		180 – 356
Early Intermediate	362 – 408	353 – 404			357 – 406		357 – 406
Intermediate	409 – 454	405 – 456			407 – 455		407 – 455
Early Advanced	455 – 501	457 – 508			456 – 504		456 – 504
Advanced	502 – 570	509 – 630			505 – 600		505 – 600

Grade 1

	Listening	Speaking	Reading	Writing	Listening and Speaking	Comprehension	Overall
Beginning	220 – 361	140 – 352			180 – 356		180 – 356
Early Intermediate	362 – 408	353 – 404			357 – 406		357 – 406
Intermediate	409 – 454	405 – 456			407 – 455		407 – 455
Early Advanced	455 – 501	457 – 508			456 – 504		456 – 504
Advanced	502 – 570	509 – 630			505 – 600		505 – 600

Grade 2

	Listening	Speaking	Reading	Writing	Listening and Speaking	Comprehension	Overall
Beginning	220 – 374	140 – 369	280 – 420	220 – 422	180 – 371	250 – 397	215 – 396
Early Intermediate	375 – 425	370 – 419	421 – 472	423 – 468	372 – 422	398 – 448	397 – 446
Intermediate	426 – 475	420 – 469	473 – 523	469 – 513	423 – 472	449 – 499	447 – 495
Early Advanced	476 – 526	470 – 519	524 – 553	514 – 559	473 – 522	500 – 539	496 – 539
Advanced	527 – 570	520 – 630	554 – 650	560 – 690	523 – 600	540 – 610	540 – 635

Grade 3

	Listening	Speaking	Reading	Writing	Listening and Speaking	Comprehension	Overall
Beginning	220 – 388	200 – 387	280 – 447	220 – 436	210 – 387	250 – 417	230 – 414
Early Intermediate	389 – 442	388 – 435	448 – 481	437 – 478	388 – 438	418 – 461	415 – 459
Intermediate	443 – 497	436 – 481	482 – 541	479 – 536	439 – 489	462 – 519	460 – 513
Early Advanced	498 – 551	482 – 531	542 – 576	537 – 569	490 – 541	520 – 563	514 – 556
Advanced	552 – 640	532 – 720	577 – 700	570 – 740	542 – 680	564 – 670	557 – 700

Grade 4

	Listening	Speaking	Reading	Writing	Listening and Speaking	Comprehension	Overall
Beginning	220 – 401	200 – 404	280 – 473	220 – 450	210 – 402	250 – 437	230 – 432
Early Intermediate	402 – 460	405 – 450	474 – 490	451 – 488	403 – 455	438 – 475	433 – 472
Intermediate	461 – 518	451 – 496	491 – 559	489 – 549	456 – 507	476 – 538	473 – 530
Early Advanced	519 – 577	497 – 542	560 – 599	550 – 579	508 – 559	539 – 588	531 – 574
Advanced	578 – 640	543 – 720	600 – 700	580 – 740	560 – 680	589 – 670	575 – 700

---

* The State Board of Education approved the scale score cut points for each proficiency (performance) level at every grade. These scale score cut points apply to CELDT results for initial and annual administrations, beginning with July 1, 2006. Cut points fall between each range of performance for every proficiency level.

Grade 5

	Listening	Speaking	Reading	Writing	Listening and Speaking	Comprehension	Overall
Beginning	220 – 410	200 – 410	280 – 477	220 – 454	210 – 410	250 – 443	230 – 437
Early Intermediate	411 – 472	411 – 458	478 – 503	455 – 496	411 – 465	444 – 487	438 – 482
Intermediate	473 – 536	459 – 506	504 – 563	497 – 550	466 – 521	488 – 549	483 – 538
Early Advanced	537 – 600	507 – 555	564 – 603	551 – 586	522 – 577	550 – 601	539 – 586
Advanced	601 – 640	556 – 720	604 – 700	587 – 740	578 – 680	602 – 670	587 – 700

Grade 6

	Listening	Speaking	Reading	Writing	Listening and Speaking	Comprehension	Overall
Beginning	230 – 412	225 – 416	320 – 480	220 – 457	227 – 414	275 – 446	248 – 441
Early Intermediate	413 – 483	417 – 466	481 – 515	458 – 501	415 – 474	447 – 499	442 – 491
Intermediate	484 – 569	467 – 517	516 – 567	502 – 552	475 – 543	500 – 568	492 – 551
Early Advanced	570 – 637	518 – 567	568 – 608	553 – 592	544 – 602	569 – 622	552 – 601
Advanced	638 – 715	568 – 720	609 – 750	593 – 780	603 – 717	623 – 732	602 – 741

Grade 7

	Listening	Speaking	Reading	Writing	Listening and Speaking	Comprehension	Overall
Beginning	230 – 417	225 – 422	320 – 484	220 – 461	227 – 419	275 – 450	248 – 446
Early Intermediate	418 – 494	423 – 475	485 – 528	462 – 507	420 – 484	451 – 511	447 – 501
Intermediate	495 – 571	476 – 527	529 – 571	508 – 553	485 – 549	512 – 571	502 – 555
Early Advanced	572 – 648	528 – 580	572 – 612	554 – 599	550 – 614	572 – 630	556 – 609
Advanced	649 – 715	581 – 720	613 – 750	600 – 780	615 – 717	631 – 732	610 – 741

Grade 8

	Listening	Speaking	Reading	Writing	Listening and Speaking	Comprehension	Overall
Beginning	230 – 426	225 – 422	320 – 496	220 – 464	227 – 424	275 – 461	248 – 452
Early Intermediate	427 – 507	423 – 479	497 – 542	465 – 510	425 – 493	462 – 524	453 – 509
Intermediate	508 – 594	480 – 538	543 – 587	511 – 556	494 – 566	525 – 590	510 – 568
Early Advanced	595 – 669	539 – 594	588 – 626	557 – 601	567 – 631	591 – 647	569 – 622
Advanced	670 – 715	595 – 720	627 – 750	602 – 780	632 – 717	648 – 732	623 – 741

Grade 9

	Listening	Speaking	Reading	Writing	Listening and Speaking	Comprehension	Overall
Beginning	230 – 435	235 – 422	320 – 508	220 – 466	232 – 428	275 – 471	251 – 457
Early Intermediate	436 – 518	423 – 484	509 – 556	467 – 513	429 – 501	472 – 537	458 – 517
Intermediate	519 – 605	485 – 546	557 – 604	514 – 559	502 – 575	538 – 604	518 – 578
Early Advanced	606 – 690	547 – 609	605 – 647	560 – 605	576 – 649	605 – 668	579 – 637
Advanced	691 – 725	610 – 740	648 – 770	606 – 810	650 – 732	669 – 747	638 – 761

Grade 10

	Listening	Speaking	Reading	Writing	Listening and Speaking	Comprehension	Overall
Beginning	230 – 444	235 – 422	320 – 520	220 – 469	232 – 433	275 – 482	251 – 463
Early Intermediate	445 – 533	423 – 489	521 – 570	470 – 516	434 – 511	483 – 551	464 – 527
Intermediate	534 – 622	490 – 556	571 – 620	517 – 562	512 – 589	552 – 621	528 – 590
Early Advanced	623 – 711	557 – 623	621 – 664	563 – 609	590 – 667	622 – 687	591 – 651
Advanced	712 – 725	624 – 740	665 – 770	610 – 810	668 – 732	688 – 747	652 – 761

Grade 11	Listening	Speaking	Reading	Writing	Listening and Speaking	Comprehension	Overall
Beginning	230 – 444	235 – 422	320 – 520	220 – 469	232 – 433	275 – 482	251 – 463
Early Intermediate	445 – 533	423 – 489	521 – 570	470 – 516	434 – 511	483 – 551	464 – 527
Intermediate	534 – 622	490 – 556	571 – 620	517 – 562	512 – 589	552 – 621	528 – 590
Early Advanced	623 – 711	557 – 623	621 – 664	563 – 609	590 – 667	622 – 687	591 – 651
Advanced	712 – 725	624 – 740	665 – 770	610 – 810	668 – 732	688 – 747	652 – 761

Grade 12	Listening	Speaking	Reading	Writing	Listening and Speaking	Comprehension	Overall
Beginning	230 – 444	235 – 422	320 – 520	220 – 469	232 – 433	275 – 482	251 – 463
Early Intermediate	445 – 533	423 – 489	521 – 570	470 – 516	434 – 511	483 – 551	464 – 527
Intermediate	534 – 622	490 – 556	571 – 620	517 – 562	512 – 589	552 – 621	528 – 590
Early Advanced	623 – 711	557 – 623	621 – 664	563 – 609	590 – 667	622 – 687	591 – 651
Advanced	712 – 725	624 – 740	665 – 770	610 – 810	668 – 732	688 – 747	652 – 761

Using CELDT Results for Initial Identification and Reclassification

Education Code Section 60810 requires school districts to use individual CELDT results as the primary indicator for the initial identification of English learners.

School districts are to use annual CELDT results as one of four criteria for considering the reclassification of English learners to fluent English proficient. Additional criteria include performance in basic skills, teacher evaluation, and parent opinion and consultation. Guidelines for the reclassification of English learners, approved by the State Board of Education (SBE), are provided in Section V of the *California English Language Development Test (CELDT) Assistance Packet for School Districts and Schools* posted on the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/tg/el/resources.asp.

Criteria for Determining English Proficiency*

Fluent English Proficient (FEP)	Student's overall score is early advanced or higher,
	
	        and
	
	Each skill area score
	
	  • Listening (kindergarten through grade twelve)
	  • Speaking (kindergarten through grade twelve)
	  • Reading (grades two through twelve only)
	  • Writing (grades two through twelve only)
	
	is intermediate or higher.
	
	Additionally, a student <u>may</u> be FEP if:
	
	Student's overall score is in the upper end of intermediate,
	
	        and
	
	  • Other test scores
	  • Report card grades
	  • Input from parents/teachers
	
	are taken into consideration.

English Learner (EL)	Student's overall score is below early advanced, **or** Student's overall score is early advanced or higher, but one or more of the skill area scores is below intermediate.

_____

* The criteria for determining English proficiency were approved by the SBE in May 2001 and updated in September 2006.

Reporting/Public Release Dates for 2006–07 CELDT Results

July 1, 2006	2006–07 CELDT testing windows for initial identification and for the sixth annual assessment of the CELDT administration began
October 31, 2006	Testing window for sixth annual assessment of the CELDT administration ended
Within 30 calendar days after receipt by school districts	Individual CELDT test results (initial and annual) reported to parents or guardians
February/March 2007	Data Review Module correction of test results for tests administered July 1–October 31, 2006, provided January 29–March 2, 2007
June 2007	*Reporting 2006–07 Summary Results: Information Guide for County Offices of Education, School Districts, Schools, and Media* posted on the CDE Web site at http://celdt.cde.ca.gov
	Final 2006–07 Annual CELDT assessment results for schools, school districts, counties, and the state posted on the CDE Web site at http://celdt.cde.ca.gov for public release

June 2007 (continued)   Media conference for the public release of the annual 2006–07 CELDT results (June 21, 2007) conducted by State Superintendent of Public Instruction Jack O'Connell

State news release of annual 2006–07 CELDT results distributed to media, school districts, and county offices of education and posted on the CDE Web site at http://celdt.cde.ca.gov (June 21, 2007)

November 2007 (Tentative)   2006–07 initial identification and combined (initial and annual) CELDT assessment results for schools, school districts, counties, and the state posted on the CDE Web site at http://celdt.cde.ca.gov for public release*

* Approximately eight weeks after school districts submit completed test forms to the test contractor, those districts receive an individual proficiency level report and a General Research Tape (GRT) for tests scored during that period.

Internet Posting of 2006–07 CELDT Results*

The Internet aggregate reports will:

- Be accessible through CDE's DataQuest Web site at http://celdt.cde.ca.gov.

- Allow searching for results by school name, school district, county, and the state.

- Display CELDT aggregate test results for the initial identification assessment, the annual assessment, and for both assessments combined for the state, counties, school districts, and schools for all students who took the test (data to include annual 2006–07 results in May 2007; initial and combined results in November 2007).

- Report scores for groups of four or more students by overall proficiency level.

- Include CELDT by grade level:
  - The number and percentage of students achieving each of the five proficiency levels (beginning, early intermediate, intermediate, early advanced, and advanced) for the following populations:
    - All students
    - Female students
    - Male students
    - English learners (ELs) in English language development (ELD) program
    - ELs in ELD and Specially Designed Academic Instruction in English (SDAIE)
    - ELs in ELD and SDAIE with primary language support
    - ELs in ELD and academic subjects through primary language
    - Other EL instructional services

---

* See pages 20 and 21 for sample Internet reports.

- No EL instructional services
- Students receiving Special Education services
- Students receiving Special Education services tested with modifications or alternate assessments
- Primary language–Spanish
- Primary language–Vietnamese
- Primary language–Cantonese
- Primary language–Korean
- Primary language–Pilipino (Tagalog)
- Primary language–Hmong
- Primary language–Mandarin (Putonghua)
- Primary language–Armenian
- Primary language–Khmer (Cambodian)
- Primary language–Russian
- Primary language–other
- Primary language–not specified
- One year or less in a U.S. school
- More than a year but less than four years in a U.S. school
- More than four years in a U.S. school

- The number and percentage of students who met the SBE-approved CELDT criterion for English language proficiency (see page 15)

Research File Formats

Downloadable research files will be available as:
- Fixed-length ASCII
- Comma-delimited

Instructions for accessing the 2006–07 data are on pages 22–23.

Sample Internet Report for the CELDT

California English Language Development Test

CELDT Home   Research Files

DRAFT Report
Simulated Data

Year: 2006-07

State: California
Counties: -- List of Counties --

Assessment: Annual Assessment
SubGroup: All Students

Note: Subgroups vary by year.

Reports: Test Results

Annual Assessment - All Students

Overall Proficiency

Number and Percent of Students at Each Overall Proficiency Level

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	Total Tested
Advanced	74	9,899	5,002	5,774	8,834	9,589	8,948	10,991	10,400	5,525	5,018	5,824	5,840	91,518
	1.0%	6.0%	3.0%	4.0%	6.0%	7.0%	9.0%	12.0%	12.0%	7.0%	7.0%	9.0%	12.0%	7.0%
Early Advanced	357	32,837	26,047	24,342	34,297	41,196	28,469	32,606	30,411	23,558	22,044	19,616	16,098	331,878
	5.0%	19.0%	16.0%	16.0%	24.0%	32.0%	28.0%	34.0%	35.0%	29.0%	29.0%	32.0%	33.0%	25.0%
Intermediate	1,456	64,114	58,989	67,870	68,131	54,896	43,316	31,740	29,360	32,269	28,242	20,746	15,528	516,857
	20.0%	38.0%	37.0%	45.0%	47.0%	43.0%	42.0%	34.0%	34.0%	39.0%	37.0%	34.0%	32.0%	39.0%
Early Intermediate	2,052	40,038	43,641	33,607	20,365	14,827	14,793	12,486	10,612	13,336	12,832	9,697	7,113	235,399
	29.0%	24.0%	27.0%	23.0%	14.0%	11.0%	14.0%	13.0%	12.0%	16.0%	17.0%	16.0%	15.0%	18.0%
Beginning	3,204	22,111	25,318	17,673	12,395	8,580	7,866	6,904	6,707	7,631	7,777	5,492	4,002	135,660
	45.0%	13.0%	16.0%	12.0%	9.0%	7.0%	8.0%	7.0%	8.0%	9.0%	10.0%	9.0%	8.0%	10.0%
Number Tested	7,143	168,999	158,997	149,266	143,822	129,088	103,392	94,727	87,490	82,319	75,913	61,375	48,581	1,311,112
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Skill Area Mean Scale Scores

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	Total Tested
Listening/Speaking	340.7	415.0	462.4	472.2	504.4	523.5	535.6	552.2	563.4	549.7	559.0	568.2	573.9	.0
Reading		431.4	467.8	498.9	519.0	518.2	532.9	547.4	551.6	563.7	574.9	579.9		
Writing		438.3	479.3	502.6	516.3	522.9	540.7	546.5	551.1	555.4	554.8			

Notes:

1) CELDT Form F results, administered in 2006–07, are reported using a new common scale. Beginning with these results, the common scale will allow year to year comparisons to be made in the future. Summary Results for Form F are not to be compared with any CELDT results of previous years (Forms A – E) including those available on this Web site.

2) As has been the case for the past five years, Summary Results for Form F include Listening/Speaking combined. New this year: separate Listening and Speaking results were provided to school districts and are included in the Research Files to comply with Title III of the No Child Left Behind Act of 2001.

*** Summary data are not provided for groups of three or less.

Sample Internet Report for the CELDT

California English Language Development Test

CELDT Home   Research Files

DRAFT Report
Simulated Data

Year: 2006–07

State: California

Counties: -- List of Counties --

Reports: English Proficiency

Assessment: Annual Assessment

SubGroup: All Students

Note: Subgroups vary by year.

English Proficiency Report - All Students

Students Meeting State Board of Education Criterion for English Proficiency

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	Total Tested
# Students	407	41,825	24,845	27,847	40,348	46,866	33,589	37,664	35,470	24,745	24,106	23,106	20,163	380,981
% Students	6%	25%	16%	19%	28%	36%	32%	40%	41%	30%	32%	38%	42%	29%
Number tested	7,143	168,999	158,997	149,266	143,822	129,088	103,392	94,727	87,490	82,319	75,913	61,375	48,581	1,311,112

Notes:

1) CELDT Form F results, administered in 2006–07, are reported using a new common scale. Beginning with these results, the common scale will allow year to year comparisons to be made in the future. Summary Results for Form F are not to be compared with any CELDT results of previous years (Forms A – E) including those available on this Web site. New this year: separate Listening and Speaking results were provided to school districts and are included in the Research Files to comply with Title III of the No Child Left Behind Act of 2001.

2) As has been the case for the past five years, Summary Results for Form F include Listening/Speaking combined. New this year: separate Listening and Speaking results were provided to school districts and are included in the Research Files to comply with Title III of the No Child Left Behind Act of 2001.

*** Summary data are not provided for groups of three or less.

Instructions for Importing 2006–07 Data into Microsoft Access

Access Database Empty Shell

How to import comma-delimited files into the Access Database Empty Shell:

An Access Database Empty Shell is provided as a courtesy by the CDE. It is formatted so that the comma-delimited research files may be imported easily into the database using the following instructions:

1. Download the Access Database Empty Shell. **(Note that the shell is to be used with Access 2000 or higher version.)**

2. Download the comma-delimited files that you want from the Research Files page.

3. Extract the Access Database Empty Shell to a folder (e.g., "c:\ research\"). You should now have a file named "2006_2007_CELDT_ Data_Shell.mdb."

4. Extract the comma-delimited file(s) you downloaded to a folder (e.g., "c:\research\").

5. Open the Access Database Empty Shell ("2006_2007_CELDT_ Data_Shell.mdb") using Access 2000 or higher version.

6. Import the comma-delimited file as follows:
    a. From the drop-down menu, select "File."
    b. Click "Get External Data and Import."
    c. Select the comma-delimited file you want to import. **(Note: the comma-delimited file will have a "TXT" file extension.)**
    d. Click "Import."

e. Select "Delimited" as the file type and click "Next."

f. Select "Comma" as the delimiter and double quotes (") as the text qualifier. Select the box indicating the "First Row Contains Field Names" and click "Next."

g. To store your data, select "in an existing table." Choose "Research_Data_2006_2007" from the drop-down menu and click "Next."

h. Click "Finish."

7. It is recommended that you compact your database at this time. From the Tools menu, select "Database Utilities," and then click "Compact and Repair Database."

Note: The Access Database Empty Shell and instructions for its use are provided as a courtesy by the CDE. Technical questions should be directed to local school district staffs.